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ABSTRACT

This guide for elementary teachers who are not trained in techniques of English as a second language (ESL) but who have limited English-speaking students in their classes offers specific classroom techniques for helping those students. The first section presents a brief summary of research in first and second language acquisition. The second and third sections outline selected ESL principles and present specific techniques for teaching ESL with examples and suggestions for classroom use. The techniques and other second language teaching concerns include Total Physical Response, Silent Period, verbal interaction, relevancy of lessons, language cumulation, communicative competence, pedagogical sequence, grammar, word lists, translation, use of a bilingual dictionary, and reading and writing. The remaining sections deal with classroom environment; classroom management; teaching strategies; low-stress activities for science and social studies, mathematics, and penmanship; and sources of help beyond the classroom. Grammar and vocabulary excerpts from published texts and a list of guidelines for peer tutors are appended. (MSE)

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THE NON-ENGLISH SPEAKING STUDENT IN THE ELEMENTARY CLASSROOM - A BEGINNING

Edith H. Henry

August 1985

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FOREWORD

This teaching guide is written with a philosophy of English As a Second Language, It is designed to help the regular classroom teacher who is untrained in ESL methodology. My objectives in writing it are to offer the teacher an introduction to specific second language techniques and to assure the teacher that many strategies already in use in the classroom are applicable for the non-English speaking student.

As a classroom teacher with fifteen years experience, my interest in ESL began several years ago when I first encountered a non-English speaking student. After having to deal with frustrations, doubts, and questions about the best way to help them, I enrolled in ESL classes.

In writing this guide, I have tried to address those feelings and concerns and to base my suggestions and examples on current research theories and acceptable ESL methodology, It is not a "cookbook" of lesson plans, but rather a starting point for the classroom teacher who can use the theoretical background and examples to design a program to fit individual needs.

The Non-English Speaking Student in the Elementary Classroom - A Beginning

INTRODUCTION

If school begins in the fall and you discover you have a student in your class who doesn't speak English, there is no need to panic. With an investment of time and effort, with preparation and planning, and with a commitment to the student, you can provide an enriching, productive learning environment, not only for the non-English speaker, but for your other students as well.

The new student may enter your classroom speaking a language you don't understand and having had little or no formal educational background in the primary language. The student may have parents who are not literate in the home language. Conversely, the student might come from a rich linguistic base in the first language and have parents who are fluent, not only in the home language, but also in English. Regardless of where your student falls in this spectrum of language background, it will be your task to make school and English language learning as meaningful and positive as possible. Even through your school district may have a support program available for your student, it will probably be part of a pull-out program with the major portion of the school day your responsibility.

The thought of this responsibility may be overwhelming at first, especially if you are a classroom teacher with no previous

training in teaching English as a Second Language (ESL). You may wonder about a pedagogical sequence of what to include, what to omit, and where to begin. Types of lessons, strategies, methods, and suitable materials to use may be primary concerns. A worry may also be about classroom management and how to give that one student individual attention while teaching twenty-five others.

Be assured that ESL can be taught without using expensive commercial products and without knowledge of the student's first language because principles of language acquisition are the same regardless of which language is being taught. Many of your current techniques and strategies can be used, and with adaptations, materials that are already available in your school are applicable.

This guide is not meant to substitute for a year's university course in teaching English as a second language; instead it provides an introduction to ESL with implications for you, the classroom teacher. The brief summary of research in first and second language acquisition is designed to provide a base on which to begin building strategies for use with your new student. Selected ESL principles are given to acquaint you with specific techniques and methods for teaching ESL. These are summarized along with examples and suggestions for classroom implementation. Additionally, sections on classroom environment, classroom management, teaching strategies, and low-stress activities are included to provide suggestions for you to use as you plan for the non-English speaking student.

LANGUAGE ACQUISITION RESEARCH AND THEORIES

Before you begin to design a program of instruction for your student, it is important that you familarize yourself with some current rationales and recent research. Studies by linguists, psychologists and educators have added to our understanding, not only of language and communication, but also of language acquisition and language learning. As a result, significant changes in the teaching of both first and second languages have been made.

Historical Aspect. Historically, second language teaching has progressed through several periods of linguistic theory (8). The traditional method was based on a Latin model for grammatical explanations with emphasis on reading and writing, rather than on speaking. Language learning as a mental discipline with memorization of vocabulary lists and grammatical conjugations was given high priority.

This traditional method was followed by structural and behaviorist theories which viewed language learning as a matter of conditioning. Major attention was paid to spoken language. The audio-lingual method, with emphasis on practice of forms and arrangements of words rather than on meaning, was the result of this viewpoint. An inductive approach in practice, pattern practice with rote drills, and an emphasis on contrastive analysis of the native language as a means of predicting or accounting for speaker efforts were all incorporated under the structural viewpoint. Grammar based instruction and an avoidance of errors were

components of this teaching. Although you will still find remnants of these viewpoints in classrooms and textbooks today, the current focus is the natural language approach.

Current Viewpoint. Recent research supports the transformational-generative viewpoint which recognizes the innate capacity of humans to learn language and to create utterances never before heard. Errors are accepted as a natural part of the learning process and a means of discovering students' learning strategies. More attention is paid to the meaning of what is being learned than before. This viewpoint suggests a reasoned application of rules through a deductive approach (8).

Natural Language Approach. An outcome of the transformational-generative viewpoint is the natural language approach to language acquisition based on the model of how children acquire their first language. This approach has been thoroughly researched and studied. The work of several researchers is briefly reviewed here.

Dr. James Asher's research and study support the theory that speech production (expression) is the natural, developmental, and spontaneous reaction that follows internalization (reception or comprehension). Asher suggests three elements of first language acquisition. First, he says, the listening skill in young children is far in advance of the speaking skill. When children learn their first language, listening comprehension of many complex utterances is demonstrated before these children produce any intelligible speech. Asher's second element of language acquisition is based on how adults manipulate children's physical behavior

when massive numbers of commands are given. The young child becomes ready to talk only after many months of moving in response to gentle directions from adults. Speech is the final element in language acquisition which Asher says emerges naturally without being forced. Distortions are a necessary aspect of the early stages of speech development which are reduced in time (11).

Bertha Segal added a fourth stage, that of reading and writing, which, she says, occurs only after the child has had extensive listening and speaking experience. According to her research, the natural progression of language acquisition and proficiency is first listening, then speaking, followed by reading and writing (11).

Research in second language acquisition by Dr. Tracy Terrell supports the theses of Asher, Segal and others. He says that the listening comprehension skill is basic. According to him, the first step for a language learner is to comprehend the essential idea of what is being said (11).

Leila Langston has simplified the four natural sequential stages of language acquisition: Pre-production (listening), Early production (one word), Speech emergence (sentence), and Intermediate fluency (extended narrative, abstract story telling and evaluation). Reading and writing then follow naturally (6).

Language Experience. Nancy Hansen-Krening (5), in working with the language experience approach, has developed a four-stage guideline for language competency:

Stage 1 Listens to others talk.

Uses one, two, and three words to communicate entire concepts.

Needs many opportunities to hear spoken language in a variety of forms for different purposes.

Needs survival language.

Stage 2 Listens carefully and begins to speak more and more.

Can dictate three to five word sentences that tell and describe rather than explain.

Can put together simple stories.

Stage 3 Listens and speaks purposely.

Uses language for concrete problem solving in discussion, reports and questions.

Can give oral and written reports based on conceptualization of old and new information.

Can use both present and past tenses when needed.

Can begin to write independently with less teacher direction.

Spontaneous expression of self with greater confidence.

Can perform operations with syntax (substitutions, deletions, rearrangements).

Stage 4 Develops power in communication.

Selects language that is most effective for a given audience.

Can label and manipulate parts of speech.

Proofreads and edits.

In listing these stages, Hansen-Krening suggests that children can demonstrate skills from several stages and with a variety of sophistication depending on the subject content (5). As an example, a student may be able to explain in detail using complex thoughts and sentence structures when discussing a favorite subject such as dinosaurs. However, when first introduced to the circus, about which the student may know very little, the student will drop to stage one or stage two while internalizing new information.

Hansen-Krening suggests that research information offers suggestions to you, the classroom teacher. In teaching, and in using language in the classroom, be it either first or second language, organize learning strategies so as to use the natural developmental stages advantageously. Her book, Language Experiences for all Students, outlines in detail ways to accomplish this (5).

ENGLISH AS A SECOND LANGUAGE (ESL)

Goal. The goal in learning a second language is to achieve communicative competence, or the appropriate use of the language within a particular set of circumstances. Educators have been concerned because many students fail to acquire communicative competence in the second language despite years of language instruction. Those concerns prompted researchers, theoreticians and teachers to question the effectiveness of certain approaches: namely grammar-based instruction and the audio-lingual method.

Research. Stephen Krashen and others, as cited by Barry Taylor (17), have shown through research that communicative competence, for most learners, can only be achieved by acquiring the language through active participation in natural communication that is of interest to those learners, such as in conversation. The process is similar to the way children acquire their first language (17).

In summarizing other current research, Taylor shows that a second language is acquired only to the extent that the learner is exposed to and actively involved in real, meaningful communication in that language. The research indicates that an ESL class which sets out to provide opportunities for such communication requires at least two basic components: an environment which will encourage learners to use their own initiative in communicating, and activities which will motivate them to do so (17).

Methods. Educational researchers have concluded that although practice is necessary and drills remain an essential part of the

language classroom, they must not be mechanical and meaningless. The best classroom activities are those that are student centered with situational activities; they are not merely simple repetitive exercises made up of long lists of unrelated sentences illustrating a particular linguistic form or arrangement of forms. The goal within the language classroom today is to prepare the student to use the language outside the classroom (17).

Current methods for second language teaching have derived from language acquisition research and specific research in second language learning conducted by linguists, psychologists and educators. Principles of ESL are currently based on the natural approach to language acquisition to achieve communicative competence with initial use of Total Physical Response (TPR), and a long "listening period" with more emphasis, especially in the early stages, on what is said rather than how grammatically correct it is expressed.

The focus of language instruction is on student success in getting things done with the language, and in communicating ideas. Errors in linguistic forms and structures are accepted as developmental. Lessons are organized around needs, desires and interests of students. Students master the language at their individual pace after sufficient input.

Balanced Approach. Betty Robinett suggests that no one approach should be used to the total exclusion of another. She recommends a balanced approach involving linguistics, psychology,

and pedagogy. Also, because attitudes toward language teaching have changed, teachers can be more flexible and can use alternative ways of teaching based upon other variables such as linguistic base, age, motivation, emotions, attitudes, and individual learning styles (8).

This overview of language research is intended only to provide you with a base upon which to begin building strategies and lessons as you work with your non-English speaking student. Use your district's professional library or a university library to become more familiar with the latest changes in theories and viewpoints in second language acquisition.

PRINCIPLES OF ESL AND IMPLICATIONS FOR CLASSROOM LEARNING

As suggested by Robinett, the attempt here is to provide you with a balanced approach to ESL as you begin to plan activities for your non-English speaking student. These principles apply in ESL regardless of whether it is the first day of school with a beginning English learner or whether the student is in the advanced stages of second language fluency. Remember, the final choice of activity should be based on the student's individual learning styles, motivation, and previous linguistic base (9).

Total Physical Response. Asher's Total Physical Response method (TPR) has been extensively researched and accepted by educators. Based on the concept that language acquisition can be greatly accelerated through the use of body movement, he presents solid evidence to support his theory that we have been largely unsuccessful in teaching second languages because we have overlooked natural learning sequences. TPR strategy is based on the model of how children acquire their first language (11).

The intent of TPR is to prepare the student with a high level of listening skill. Understanding of the spoken language is developed in advance of speaking. Then, with the perceptual readiness, the student makes a graceful, non-stressful transition to speaking the language (11).

During the first step of listening, all sounds are meaningless noise. Very soon, however, the student begins decoding as the physical response is made to commands which are repeated, recombined, and given in "chunks" rather than word by word. That

understanding is developed through student movement of the body. Because the teacher gives commands to manipulate the student's behavior, the student finds it easy and pleasurable to learn (11).

The steps in TPR are simple. The process is given here in detail because this is one method highly recommended for use with your very beginning student.

Step 1 The teacher models (or demonstrates). Begin by saying "stand" and immediately stand. Then say "sit" and immediately sit. Repeat this several times.

Step 2 Command and model at the same time. Give the command "stand" and motion the student to do the same as you model the command. Command "sit" and motion the student to follow the command as you model. Repeat several times.

Step 3 Command without modeling and the student responds. Repeat this several times.

Step 4 Give a new set of commands such as "walk" and "stop." Follow the same procedures of model the behavior, command and model at the same time, and command without modeling as the student responds each time.

Step 5 Combine old and new commands repeating the entire procedure again.

Step 6 Additional commands. Keep changing the order of commands, always returning to previous ones until the student does not hesitate in responding. Constantly recombine new and different commands with the old ones.

> Keep the lessons fast-paced and creative. If there is any hesitance or confusion displayed by the student during any of the procedures, immediately return to the modeling.

During the procedures of TPR, do not attempt to force any speaking from your student. As the student internalizes through understanding of what is heard, there will be a point of readiness to speak. The individual will spontaneously begin to produce sounds. When speech emerges, it will be imperfect with many distortions in pronunciations and errors in grammar. You must have patience -- accept the errors and do not correct them. Asher cautions that in the beginning stages of speech production, the most important consideration is communication. Your task at this point is to encourage, but not force, the student to talk and talk and talk some more (11).

The TPR concept has been refined by other educators. They feel physical action is still applicable, even in later developmental stages, but at a more sophisticated level. Action can be in the form of manipulation of objects, in role playing, and in other activities in which the student is moving and involved. You want active participation, not passive listening from your student. To make the lessons relevant, use pictures, visuals, concrete objects, manipulatives, and games. The more possibilities for action that are given the student for learning, the more that student will learn.

Bertha Segal's book, Teaching English Through Action, offers

many suggestions for using TPR in the classroom. If your district's resource room does not have a copy, this book is well worth your buying.

Silent Period. Respect the pre-production or listening stage in your beginning learner especially when using TPR. This has been called the "silent period" in which the student receives comprehensible input (understands what is being said) without the stress of having to produce speech. Anxiety strongly affects language acquisition so don't force the student to speak (11).

Let your student listen as long as necessary while encouraging other kinds of physical activity. You will recognize the signs when the student progresses to the next, or speaking, stage because the student will say the words with you, or repeat them after you, or you may hear them used in informal conversation with peers. Remember, some students will need to spend longer amounts of time listening.

As noted earlier, Hansen-Krening suggests that progression from stage to stage in the language acquisition process will not be a vertical one. The ESL student can be at the sentence level in some situations, but at the listening stage in other situations (5). For example, your student may be voluntarily speaking commands such as "walk" "stop" or "turn around," but if you introduce a new command, the student will revert to the listening stage until natural progression has been made.

Verbal Interaction. Learning a language is an experience in verbal interaction among people (9). Beginners especially need planned opportunities to learn, not only by listening, but also

by interacting with others. Your strategies should provide the new student this opportunity to acquire the language by using it rather than studying it.

As discussed earlier, the beginning sessions should use receptive techniques such as asking the student to show or point to objects or pictures as you verbalize, or by asking the student to follow simple commands using TPR. If you keep the student's physical responses simple without requiring the student to verbalize, you will be providing practice in listening while the student is decoding the sounds and equating meanings with groups of sounds.

Verbalization will be a natural development of this internalization process, but expect only one word responses or yes-no responses at first. Use of complete sentences will occur much later as the student makes more progress and as the natural conversational situation requires them. Do not demand complete sentences in situations where peers would not require them.

Relevancy of Lessons. Lessons must be relevant and based on communication needs. The learner must be directly involved in accomplishing something because learning does not take place in isolation, it occurs within a context (17).

In the beginning when you are concentrating on survival English, this is easy. You can design learning activities that revolve around classroom and school activities. A good rule to follow is to begin with the small circle around the student and gradually spiral outward, beginning with the simple, the most familiar, and the most necessary, and building to the more complex. You

want to emphasize topics of interest to the student rather than skills to be mastered.

Simple commands used in the classroom such as "Take out your book." "Line up." "Write your name." "Point," "Put," "Pick up," and "Get," are all essential. Simple greetings and requests can be practiced and learned within the classroom environment where the student will find immediate need for application.

Before school begins, think through a typical day in your classroom and generate a list of commands, greetings, and other survival phrases that are used. Do the same by generating a list of basic classroom contents and materials which can be expanded as the student becomes more proficient. Gradually expand the student's circle to include the cafeteria and playground. From there the list is unending: food, body parts, clothing, colors, and numbers to name a few. Begin with a few simple, basic components in each category and spiral outward. It is your task to decide what is relevant to your student in your particular situation so that English can be learned in a meaningful context.

Language Cumulation. Remember, language acquisition is cumulative. Relate all new skills to those the student has previously acquired. After a skill has been developed, it should not be entirely neglected, even when another is being emphasized (17).

If your objective is color words, for example, use classroom items and responses that have been previously learned. "Put the red pencil on the table." "Pick up the yellow book." In this case, "pencil," "table," and "book" have been previously learned.

Communicative Competence. While individual concepts or skills can be practiced separately, bring them together in real life situations using what the student knows. With the goal in ESL being one of communicative competence, you want to eventually lead the student to use the language in situations where the student makes responses that the teacher doesn't know beforehand.

Having the student pick up or point to items of clothing and then to identify the items is needed practice in recall with predictable responses. This is different from a role play situation in which the student must make choices and communicate those choices to someone else, to negotiate a way through a communicative situation. When the student tries to convince a friend it isn't necessary to wear a coat to P.E. because the sun is now shining and the day has become warm, choices are made involving previously learned lexical and syntactical items resulting in an exchange of information between the two students (3).

As an illustration, if your objective is to introduce the use of "some," practice first with objects as you speak and model, varying the physical responses. "I have some pencils." "This is a pencil." "Bring me some paper." "What does he have?" "Put some pencils in the box." "Take some paper out of the desk." The student already knows "paper" and "pencil" and how to form the plurals, so the new item is "some."

After the student is familiar with the new information, put it in a real life situation by having the student remove items from a school bag. While doing this, the student must call up

previously learned items in addition to using the new material.

Lastly, after the new concept has been practiced in other real life simulations, create a situation where the concept can be used for information exchange. In this case, a role play situation between two students, one taking the role of a store clerk and the second that of a customer, can be used. The customer has to ask for various items which the clerk may or may not have.

Understandably, this sequence will not be accomplished in a day or even a week, but your ultimate goal should be toward communicative situations such as this.

Pedagogical Sequence. Pedagogically, there is no one correct order for the introduction and use of concepts, vocabulary, and grammatical elements if you remember the student's outwardly spiraling circle, building on what has been previously learned, and if you structure the lessons so they are in meaningful context and relevant to the student. Remember, also, that your new student will be hearing and learning English outside the classroom. Those elements will need only to be practiced and reinforced (1).

A mixture of sentence structures (affirmative, interrogative, negative, and imperative) should be used very early in ESL, with the imperative (jump, put, sit) being the easiest, especially when using TPR.

The present progressive (I'm jumping) is suggested for initial instruction, but don't delay too long in introducing future time (I'll jump, I'm going to jump) and simple past time (I jumped yesterday). In using TPR, these syntactical points can all be introduced very soon.

Use contractions, irregular plurals and irregular verb forms. These are all part of our normal everyday language and should be taught as such.

Corine Carruthers has compiled a list of basic grammar items and a list of basic vocabulary items for beginners in ESL (Appendix A and Appendix B). These are included here because some teachers feel they need the structure offered by the lists. However, keep in mind that the lists are only for your reference and are only a suggested list. Some items may never occur and may not be needed by your student. Conversely, there is no rule that says the student can't learn an item because it is not on the list. Mothers, in talking with young children, don't say, "You can't use that word (or that structure, or that pronoun) because it isn't on the list." Neither should you in teaching a second language. The point to remember is that within the natural context of relevant situations, if an item comes up or is needed, teach it, and use it.

Grammar. The latest theories question how much learning is induced by the unmotivated pattern practice exercises such as "I talk, you talk, we talk, I talked, you talked, we talked, I will talk, you will talk, etc. (10). When your new student is ready for lessons involving past and future time, there are other ways to introduce and practice the concepts. Use of a calendar will quickly indicate time, as does the use of simple three and four part picture sequences or cartoon characters with thinking bubbles. Total body movements backward and forward can serve as reminders.

What the student ate for breakfast, what will be eaten in the cafeteria, what the student did in P.E., or when the class will go to the library are all suggestions for contextual settings where a real communication environment can be used.

Word Lists. The same principles of natural language acquisition apply to the use of word lists. Research has shown that a new language is not learned best from vocabulary lists (9). You, as the teacher, will make lists of words and functions the new student needs to know, such as classroom supplies, items in the classroom, food on the lunch menu, or activities on the playground, but these should be for your use only as a basis for planning instruction. Don't give your new student a list with directions to learn the words. Rather, use the lists to generate opportunities so that the student can practice hearing and using the words in the context of meaningful communication.

As an illustration, use the word "book" in as many different ways as possible in one minute. "This is a book." "Juan has two books." "Point to the red book." "Who has the big book?" "I can read the book." "Did she put the book in the desk?" "Take the book to Mary." "Ask Joe to bring the book here." In one minute (or less), the student will have heard the word many times and will recognize the word the next time it is used.

Translation. Don't plan any translation activities involving a bilingual dictionary for your beginning student. ESL researchers stress that direct translations cannot be made in many languages

and in many circumstances. Seemingly obvious structural or lexical equivalences are often used differently in an English-speaking context, or conversely, in the first language context (3).

An example is the word "ball." If the student looks in a Spanish-English bilingual dictionary, the words for sports ball, marble, globe, light bulb, dial of a clock, cannon ball, ball of thread, yolk of an egg, and dance will all be listed. Which meaning should the student use? A better way to show the word "ball" as an item for playground use would be to use the playground equipment and handle the various balls that are available - soccer ball, football, basketball, and handball. The student will readily see and feel the idea for "ball." TPR is easily used in this case. "Throw the ball." "Kick the ball." "Pass the ball." "Where is the football?" "Do you have the soccer ball?" "What is in your hand?" Then, at another time, when you are reading the story of Cinderella going to the "ball," it will be easy to mime "dancing" and throwing a ball to make the distinction between the words.

Use of a Bilingual Dictionary. You might want to invest in a bilingual dictionary, but it should be for your edification only. You may want to become acquainted with the student's primary language, and seeing the words in print might help you to remember and to spell them correctly. However, the same translation difficulties exist. If you don't know which word to choose among the various choices, for the given context, your word choice may be inaccurate. A better strategy would be to have the new student teach you the word in the home language using the same techniques

of physical action, touching, and movement. Then, when you know the word, use the dictionary for the reinforcement and correct spelling.

Reading and Writing. Your primary goal for the first weeks should be to develop auditory comprehension using physical responses with speaking to follow when the student is ready (which could be weeks or even months). Your initial aim is to present survival English, a common core of meaningful English words, in as short a time period as possible. Major emphasis on reading and writing in English should be deferred until much later (16).

However, if your student has a firm language base in the primary language, the desire to continue reading and writing in the second language will be great and should be recognized (16). Older students sometimes don't want to appear "different" and when they see classmates reading and writing, they want to conform. Capitalize on this motivation and provide the opportunity, but be sure you give ample time for oral comprehension first.

Additionally, consider individual learning styles. If the new student is a visual learner, seeing the written word, after hearing it, may be advantageous to the learning process.

Prepare reading material using what the student already understands. You can use the visual clues offered by the printed English word to help students remember words and concepts. Include an identifying written English word on objects and pictures so that when the student does begin to read, the visual association will be available.

Reading and writing are good ways to reinforce a specific skill or concept, especially in older learners, but be sure these activities are related to, and are consonant with the level of oral development. For example, if the student has learned "jump," "sing," and "laugh," the student can label pictures with these actions, but don't expect complete English sentences at first. Wait until they are being used in speech.

CLASSROOM ENVIRONMENT

From the very first day, it is important to begin establishing a positive, success oriented and supportive environment where your new student will feel, and be, accepted in the class (17).

Acceptance. Elicit the help of other class members. As you make introductions, suggest that all of you together will be involved in the teaching process for the new English speaker. Elementary students are eager to help and with guidance from you, can do a great deal of teaching. You can begin by having a classmate take the new student on a tour of the school facilities. The restroom, library, cafeteria, and playground are all important places for the student.

Those innumerable messages and errands can be accomplished in using the buddy system by having the non-English speaking student accompany the regular messenger. To help in establishing the acceptance factor, the new student can be asked to help with various classroom tasks such as watering the plants, stacking books, and adjusting the curtains. Before classes begin, make a list of these tasks so you will be prepared. You may need to model the task at first, using body signals, but later, after other students are familiar with modeling procedures, they can give the directions to the new student.

During the first hectic days of school, you might have a tendency to "forget" the non-English speaker, so place the student's desk near you. This will remind you to use body actions to indicate a particular activity, to point to pages, or to show an item.

If other students in the class speak the primary language, they can be asked to translate. If not, try acting out the word or command or have another student use signals and act out the word. Let the students take turns. This way, all will have a part in the initial teaching, which will serve as a way to establish a supportive climate.

Remember that the way you show your feelings and attitudes toward the new student will eventually be transmitted and duplicated by others in the class. When your student begins to speak, accept the meaning of the message communicated and respond to the meaning, not whether it is pronounced correctly or is grammatically correct. If the student asks "What ride in?" you simply respond, "How about the wagon?" (19). Let the student know he won't be laughed at for trying the new language.

Also, demonstrate through your actions that it is acceptable to use the first language or a combination of both languages in the classroom. If several students speak the new student's primary language, pair them together in the beginning days. Your student, in verbalizing the first language, may be communicating in the only way known.

This is an ideal time for the English speaking students to learn from others who speak a language other than English. After you have modeled good language instruction techniques, some of the bilingual students, including the new student, can themselves teach the English speakers a second language. Set aside daily time periods for this activity and watch the empathy and caring attitudes grow.

Before classes begin, alert the physical education teacher, librarian, cafeteria personnel, and other adults with whom the student will have immediate contact so they can begin preparing for an accepting and understanding climate also. Work with these adults in choosing key procedures, activities, and routines that will be needed by the student which you will incorporate in learning sessions.

Place yourself and your other students in the position of the new student. Elicit the help of friends who speak another language. Invite them to role play a situation in their native language. You and your students will discover the isolation, confusion, frustration, and uncertainity when placed in such a situation. At first it will probably be a jumble of unrecognizable sounds. Then, as you begin to hear certain repeated sound groupings, you will be ready to associate meaning with the sounds. Have your friends continue the activity by teaching a few simple words or commands using TPR. You and your students will soon realize what your new student must cope with in learning a new language.

Non-Verbal Communication. In the beginning, body language may be the only way to communicate with your new student. Non-verbal facial expressions, hand movements, body positions and voice tone transmit attitudes. Devise a game or mime activity where students can practice using some non-verbal communication. This could be something as simple as students giving each other non-verbal commands to sit or to walk, or a more involved pantomime.

A simple strategy is to play the "Face Maker" game with partners. The sender is given cue cards which indicate an action: "Make your face look happy." "Make your face look sleepy." "Make your face look disgusted." The receiver must try to get the message (4).

Another strategy is to pass a message around the room through a mimed version of "Gossip." To make sure members of the group who haven't received the message don't watch, have everyone leave the room and come back one at a time to receive the message. Compare the final mime with the original message (3).

Editorial cartoons often draw heavily on non-verbal communication. For older students, analyze the techniques of the artists and discuss non-verbal signs of the characters (4). Listing situations that require non-verbal communication and the difficulties that occur in communicating without words is another strategy. What creates confusion? What creates misunderstanding? Can those problems be eliminated totally? Are there some things everyone can communicate non-verbally with everyone understanding? (4).

Cross-Cultural Awareness. Having a non-native student in your class offers an excellent opportunity for cross-cultural awareness. A student raised in another culture will have various habits, mannerisms, and ways of doing things that might be different. Let the English speaking students know through your actions and attitudes that it is all right to be different. Role play classroom situations from various cultures so students can experience the different meanings of finger pointing, finger snapping,

standing, clapping and head patting (9). If you are lucky enough to have students who have attended schools in other countries, they can discuss how those schools were similar to and different from yours.

Talk with members of your international community or people who have attended schools in other countries, especially your student's home country, and find out about accepted and unaccepted mannerisms and procedures. Better yet, invite some international students to visit your class to discuss this aspect of schools and culture. This could even be the beginning for some independent research by other students. You can encourage students to help by reminding them that the student doesn't know our ways and that we should help show how we do it or that we should accept the student's ways as perfectly all right. Eventually, the new student might want to show how it is done in the old school.

Another suggestion is to have all the students find out the country from which their ancestors migrated and construct a class graph with the information. Families might be encouraged to talk about cultural similarities and differences.

Uniqueness of individuals is beautifully illustrated in People by Peter Spier (13). You can read this picture book to the students, but then spend some time looking at and discussing the pictures. A follow-up activity would be to have students graph various physical features of classmates such as hair color, height, shoe size, or eye color.

Brainstorm and list ways all people are similar. This will emphasize the fact that we may be from various backgrounds but in many ways we are all alike.

These are only a few of the many varied and unique ways to include cultural awareness training in the classroom which Global Perspectives offer teachers (2). You probably can include many that coorelate with specific curricula content.

John Stewig suggests other methods to use in promoting cultural awareness. Choose an object such as "chair" and using family resources, list that word in many different languages. Displays of various alphabets or of different types of books can be effective. Choices of books for a display could include a hornbook replica, a talking book, a book written in braille, and one that reads from back to front (Hebrew or Chinese). Copies of a familiar fairy tale translated into different languages would be of interest to older students (14).

Risk Taking Environment. Encourage a risk taking environment by providing activities where students will know it is acceptable to make mistakes and that their responses are valued without criticism. If your students participate in journal writing, sharing written compositions in a non-threatening environment can encourage risk taking. Anti Coloring Books are good resources for non-threatening, non-verbal activities in which all students can participate (15).

Use of transformations, a strategy used in Talents Unlimited, is another activity. This is a procedure whereby the students are

given a copy of a basic outline shape (raindrop, leaf, house, even a blob will do). Each student then takes the basic shape, adds lines, colors, objects, or background in order to transform the shape into something unique that no one else would think of doing. All contributions are accepted (16).

Let your new student take risks in using the language too. Accept all verbal responses, be they in the primary language, or in ill-pronounced English monosyllables, or in a combination of first and second languages. Accept the communicated message and give positive feedback.

CLASSROOM MANAGEMENT

Tutor Program. Classroom management will likely be a primary concern in the beginning days of school. You might wonder how you will have time to devote as much individual attention to your non-English speaking student as you would like. You probably won't, but you do have some twenty-five other students who will have time and who will be eager to help teach. Peer tutors can make good teachers because of the positive interactions and informal speech situations that are generated. Tutors can explain whatever has to be done in sign language, English, or whatever system the English speaking student devises. A tutor system can be voluntary or on a rotational basis; any number of tutors can be utilized for varying lengths of time.

The buddy system also creates an ideal situation for students to teach each other their first languages. You will see cross-cultural awareness and acceptance grow by leaps and bounds.

Don't always choose your better students to be tutors. Others in the class will derive benefits from the sessions. Students with behavior problems, when given structure and directions for a task, will amaze you. Students with lower reading ability will feel important when reading an "easy" book to the new student. If other students in the class speak the student's primary language, they can be designated "official translators." Others can be the "official actors" when a word needs to be mimed. The trick is to involve all students in cooperative teaching.

Your job will be to coordinate the tutor program. Devise a record keeping system and time schedule. Short sessions of ten to fifteen minutes seem to work best so the tutor doesn't miss instruction or class time. A record of what each tutor did is important. Activities can be written on file cards which the tutor can initial and date when completed. This way, other tutors following will know whether it is a new activity or a review and whether it should be repeated that day. You can write notes on the file cards to the tutors, they can record their reactions and observations and they can tell you how well the student knows the material or whether it should be reviewed or repeated. Of course, as the student progresses, you will need to update the cards and to add new activities. As you write weekly lesson plans, consider the ESL activities as another subject.

Tutor Training. Care must be taken, however, to provide ample training for the tutors. They cannot be expected to be proficient in teaching ESL, although their spontaneity can be of great value at times. They need structure and guidelines in order to be successful. This training of tutors can begin the first day of school when you model and interact with the new student and be expanded during the first weeks of school. With adequate guidance, tutors will soon be able to use TPR techniques, verbal and nonverbal cues, questioning strategies, and develop proficiency in using review material when new items are introduced. Appendix C offers suggestions for guiding tutors. You might want to condense each suggestion to one or two word reminders. Then when a session begins the tutor can quickly review the techniques.

For beginning ESL sessions, establish physical gestures that you and the tutors will use to facilitate communication. Use natural gestures such as cupping your hand behind your ear to listen, or a finger-hand motion to speak. The tutors themselves will devise other non-verbal signals but try, as quickly as possible, to substitute the signals for meaningful commands or words.

Shoebox Kits. Simplify the amount of teacher time spent on instructing the tutors by using "shoebox" kits. These kits can contain objects, manipulatives, pictures, games, and whatever else is necessary for the particular session or objective. To facilitate communication between you and the tutor, task cards with procedures and ways to incorporate the material can be included. Advantages to this system are that the students are contained within a small area and are not interrupting other class activities. The kits will provide a structure and some sequential development so multiple tutors can be used (9).

The entire class can become involved in locating visuals and objects for the shoebox kits. Announce a specific category and ask the students to bring samples from home or pass out magazines and give five to ten minutes for students to locate pictures. They will amaze you at their ingenuity.

This seems like a lot of time to spend in the beginning days of school, but the time spent in organizing, training, and establishing procedures at the beginning of the year will create a smoother running classroom and give you additional time for other tasks.

TEACHING STRATEGIES

As you design learning tasks, choose strategies that are stimulating and varied, always remembering your goal of comprehensible input in meaningful, relevant, contextual situations that involve active participation. Practice the same elements or concepts in many different ways, trying to use advantageously the student's best learning modes. Draw on the ideas of the peer tutors; they can brainstorm various ways to accomplish a particular goal.

As a focus for illustration, body parts will be used here. Begin by using TPR and commands such as "point," "put," "touch," "lift," "push," and "move," relating physically to the student's body. Choose only the major body parts for beginning students, becoming more specific for more advanced students.

After the names for the body parts have been introduced, reinforcement and practice can be accomplished through various strategies. Several are listed here. The choice would necessarily depend on many factors including age and motivation of the student, previous conceptual and language base, learning styles and ability, and previously learned English concepts upon which to build. The common element throughout all these activities is TALK, TALK, TALK.

1. Concentration-type game: turn over pictures and match up.
2. Old Maid: make books of body parts.
3. Flannel board: construct a person using various body parts.
4. Draw a self portrait.
5. Lie down on a large sheet of paper, trace around the student's body, label, point to, touch, and move items being learned.

6. Magazine pictures: identify parts in relation to the student's body.
7. *Magazine pictures: construct* an outrageous creature by combining several pictures of body parts from both humans and animals.
8. Magazine pictures: how many and what kinds of body parts are shown in one picture; a group of pictures.
9. Measure the length of student's appendages.
10. Learn the song, "Dem Bones."
11. Construct a figure using geometric shapes.
12. Draw a dictated drawing of an outrageous creature. Example: "He has three legs. One is on his head and one is on his back."
13. Categorize: pair of hands, pair of eyes, pair of feet, one nose, one mouth. Put this information on a graph.
14. Make a graph showing the numbers of legs or digits of other animals; or a graph showing the location of eyes and ears, or shape of the nose of other animals.

As you read through this list, you may well have thought of additional strategies. Did you notice how other concepts, linguistic principles, grammatical structures and syntax can be introduced, used, and reinforced through these activities with the focus on the use and function of the language and not on grammar and rules? Either receptive or expressive stages of language development can be accommodated as well as stages of language acquisition and the spiral progression from known to unknown, simple to more complex, depending on how you structure the activity.

Appendix D gives a partial listing of other strategies to use in planning learning experiences. The list can be as long as your ingenuity and resourcefulness make it. Adapt, change and add for specific purposes and situations. Make the task easier by including all students in the classroom in creating and constructing materials for the ESL sessions. Consider, also, how many different ways the same materials can be used for other concepts or lessons. As an example, the outline of the student's body shape can be used again when you introduce clothing; the magazine pictures can be used for color concepts or action words.

LOW STRESS ACTIVITIES

Try to alternate periods of high language activity with other activities which require little use of language because learning and speaking a new language can be very stressful (9). Art, music, math, and map activities are areas of lower stress that don't require a general knowledge of English. Classroom management techniques are helpful because there will be times when the tutors are not available. If you establish a routine whereby the ESL student knows certain activities are to be completed independently, you won't have that frustrated feeling that you should be providing for the student.

Science and Social Studies Curricula. Work within science and social studies curricula to generate ideas. For example, the student can be responsible for reproducing a time line or for reproducing visuals you plan to use in instruction.

Many science books give simple demonstrations using sequential pictures that the student can duplicate for classmates. If you are studying prehistoric animals, the student might want to illustrate examples of animals from various time periods.

Current events and the newspaper can be used. Have the student cut out news articles and locate on a map where the event took place. If the social studies lesson is about Magellan, the student can show the routes on a map. If the first grade is studying shelter, your student can make a picture book using magazine pictures of shelter types or place the pictures on a world map to show where each type is typically used.

As you plan the first units of instruction for your class, look for ways to include your new student in non-verbal ways. Brainstorm with your other students and with your coworkers. They will have good suggestions, not only for independent projects, but also for ways the new student can be included within the regular work.

Math. Math can be placed in the low stress category because very little language is needed for computations once the student learns to associate the mathematical symbol with the English term. Functions such as "add," "subtract," "carry," "borrow," and "answer" will be quickly learned if you use TPR techniques.

After names for the numbers have been learned, the student can become the "teacher" in calling math fact drills for others. If your students grade their own math papers as someone calls out the answers, the new student can become the permanent "chairman in charge of repeating the answers."

Your student might have learned a different way to compute which can be taught to classmates. I once knew a student who had an intriguing way of dividing by multiplying. After she taught it to us, several students found success in a troublesome area.

Finger math is another strategy that is taught in several countries which is not in widespread use in the United States. Even if your students do know some of the finger math techniques, it can still be a vehicle for communication.

Penmanship. Penmanship practice can be another low stress activity, especially if the written script of the student's first

language differs from the written script of English or if the student doesn't write in cursive. Older students like to practice Old English and other decorative scripts. Your ESL student will be the envy of classmates when this is mastered.

Non-Verbal Activities. Once you focus on locating non-verbal activities, you will be surprised how many can be generated. Something as seemingly mundane as grading math or spelling papers will make the new student feel important and provide avenues for learning. Primary teachers have a multitude of bulletin boards, material preparation, and organizing that the ESL student can do. While the task is being performed, the mind is resting or silent internalization of what has been learned or what is being heard is taking place.

Sometimes it is important for the student to do nothing. Sometimes the mind will balk and the student will say (or think), "I've had enough today." You will learn to recognize this and should respect the student's feelings. Think back to that time when you were learning a new language or when you were in another country. One gets tired of having to listen so hard all the time.

This is when a journal can be helpful if there is first language literacy. The student can "escape" to the primary language and write feelings, observations, thoughts, stories, letters, or whatever. If journal writing is a normal part of your class routine, it will be even easier to establish the avenue for your new student.

There are many ways to involve the student in activities in

which meaningful learning and practice can occur in non-stressful situations. You and your students will daily think of other ways to involve the new student.

HELP BEYOND THE CLASSROOM

You don't need to feel alone in this undertaking of teaching a non-English speaking person. Help is there, but you have to find it and ask for it.

Use the resource people hired by your school district. ESL teachers, communication aides, and migrant aides all have a wealth of ideas and materials that can help you. Your local or regional bilingual office may have materials written in the student's primary language that can be used to support your science and social studies programs.

Ask university personnel, international student organizations, military personnel, and members of the international communities in your locale for advice, help, and support. Professional organizations such as TESOL (18), National Council of Teachers of English (7), and Second Language Collaboratives (12) have publications and personnel available to aid the classroom teacher. Better still, enroll in a TESOL course offered at your local university.

Talk to primary teachers and raid their book rooms. Consult them for advice, and available materials for teaching letter recognition, sound-symbol relationships and beginning listening or reading avtivities that can be adapted for your use. Browse through the school library. You will find pictures, picture dictionaries, picture books and easy reading books. These can be used by you and the students as springboards for talking and later for reading and writing.

Once the support program begins for your student (if your district has one), be it an ESL class, communication aide, or migrant aide, spend some time with that teacher. You need to coordinate, supplement, and cooperate with the particular program guidelines and objectives. Together, the two of you can plan a program of instruction for the year. It is important that you work together toward the common goal of providing for the non-English speaker and that you confer frequently regarding the student's progress.

CONCLUDING REMARKS

Yes, this is an enormous task. Having a non-English speaker in your classroom is not easy. You will have periods of frustration and doubt, and you will spend many hours preparing for and thinking about your ESL student. You must have a commitment to the student and to quality education to have success in the task.

However, teaching a non-English speaking student is not an area for which you are unprepared. If you look again, many of the principles and strategies noted here are based on sound educational principles that you already incorporate in your classroom. Others might be things you planned to incorporate but never did. The presence of the ESL student will provide that motivation.

As you study about and use language acquisition principles and methods, you will find your classroom and your own personal thinking taking on new dimensions. Enjoy the student from another culture. The rewards are tremendous.

APPENDIX A

Basic Grammar for Beginners in ESL

Carruthers, Corine, Open the Lights, Language Experiences for Young Children, Addison-Wesley Publishing Co., 1982.

The syntactical components and the word lists in the basic grammar represent the linguistic scope of a beginning ESL program. These components are not arranged in an order of instruction.

STRUCTURES:

1. Affirmative: You are jumping.
2. Interrogative: Are you jumping?
3. Negative: You are not (aren't) jumping.
4. Imperative: Jump!

VERBS:

1. Auxiliaries: to be, to have, to do
2. Action verbs
3. Modals: can, should

TENSE:

1. Simple Present (habitual): I jump ten times every day.
2. Present Progressive (on-going action, to be + verb + ing): I am jumping.
3. Future (future time indicated by modals): I will jump. I am going to jump.
4. Simple Past (completed action in the past, verb + ed): I jumped yesterday.

SUBJECT:

1. There

NOUNS:

1. Singular and Regular Plural (add s): chair, chairs
2. Irregular Plurals: foot, feet
3. Possessive Nouns (singular) (plural): Tom's hat, boys' hats
4. Count and Mass: two eyes, some sugar

PERSONAL PRONOUNS:

1. Subjective: I, he, she, we, it, you, they
2. Objective: me, him, her, it, us, you, them

ADJECTIVES:

1. Possessive: my, his, her, its, our, your, their
2. Demonstrative: this, these, that, those
3. Definite Article: the
4. Indefinite Articles: a, an
5. Comparative (absolute adjective + er): taller
6. Superlative (absolute adjective + est): tallest

ADVERBS: of place amd time

QUESTION WORDS: what, where, when, who, whom, why, whose, which, how, how old, how tall, how long, how much, how many, how far, yes/no questions

PREPOSITIONS: in, on, at, to, under, over, behind, beside, between, in front of, below, above, near, far from, through, around, next to, than, with

CONJUNCTIONS: and, because, but

CONTRACTIONS: isn't, aren't, I'm, he's, she's, doesn't, don't, they're, hasn't, haven't, can't, won't, shouldn't, it's

PRONUNCIATION FOCUS:

1. Plural Affixes: eye(s), arm(s), eyelash(es)
2. Simple Past Tense Affixes: play(ed), jump(ed), paint(ed)
3. Possessive Affixes ('s)
4. Inflectional Affixes: jump(s), wear(s), watch(es)
5. Comparative Affix (er)
6. Superlative Affix (est)

APPENDIX B

Basic Vocabulary for Beginners in ESL

Carruthers, Corine, Open the Lights, Language Experiences for Young Children, Addison-Wesley Publishing Co., 1982.

The syntactical components and the word lists in the basic vocabulary represent the linguistic scope of a beginning ESL program. These components are not arranged in an order of instruction.

1. Alphabet

2. Colors
   - red
   - blue
   - yellow
   - black
   - white
   - green
   - blue
   - purple
   - orange
   - pink
   - beige
   - grey

3. Cardinal Numbers
   - one
   - two
   - three
   - four
   - five
   - six
   - seven
   - eight
   - nine
   - ten

4. Ordinal Numbers
   - first
   - second
   - third
   - fourth
   - fifth
   - sixth
   - seventh
   - eighth
   - ninth
   - tenth

5. Plane Shapes
   - circle
   - square
   - triangle
   - rectangle
   - hexagon
   - diamond

6. Days
   - Sunday
   - Monday
   - Tuesday
   - Wednesday
   - Thursday
   - Friday
   - Saturday

7. Months
   - January
   - February
   - March
   - April
   - May
   - June
   - July
   - August
   - September
   - October
   - November
   - December

8. Seasons
   - spring
   - summer
   - fall
   - autumn
   - winter

9. Time
   - yesterday
   - today
   - tomorrow
   - day
   - week
   - month
   - year
   - hour
   - half hour
   - half past
   - quarter after
   - quarter to

10. Spatial Concepts
in
on
under
over
behind
in back of
in front of
beside
between
next to
away from
above
below
around
through
forwards
backwards
sideways
front
back
side
center
corner
on top of
bottom
right
left

11. Body Parts
head
hair
eyes
eyebrows
eyelashes
nose
nostrils
cheeks
mouth
lips
teeth
chin
neck
tongue
ears
shoulders
arms
elbows
hands
fingers
thumbs
chest
back
buttocks
hips
legs
knees
ankles
foot/feet
toes
wrist
fingernails

13. Clothing
hat
hood
raincoat
coat
jacket
cardigan
sweater
pull-over
pants
shorts
underwear
underpants
undershirt
T-shirt
blouse
snaps
buckle
collar
shirt
vest
dress
bathing suit
overalls
socks
tights
shoes
boots
runners
sandals
mittens
gloves
shoelaces
belt
pockets
sleeves
zipper

14. Patterns
plain
polka-dotted
checked
striped
flowered
plaid

15. Dressing Actions
to take off
to put on
to zip/unzip
to tie
to buckle

16. Classroom Furniture & Fixtures
desk
table
chair
shelf
cupboard
wall
floor
ceiling
door
window
blackboard
ledge
bathroom
toilet
sink
faucet
tap
carpet

17. Classroom Objects and Equipment
paper
book
pencil
crayon
eraser
ruler
scissors
paint
paintbrush
glue
puzzles
puppets
brush
chalk
record
tape
tape recorder
headphone
record player

18. School Rooms
library
classroom
office
hall
cafeteria
basement
gymnasium
auditorium
nurse's room

19. School Exterior
playground
field
parking lot
window
door
sidewalk

20. School Personnel
teacher
principal
vice-principal
secretary
staff assistant
nurse
engineer
supervision aide

21. Home Exterior
lawn
front yard
back yard
gate
fence
porch
garage
carport
driveway
sidewalk
hedge

22. Home Interior
roof
main floor
top floor
basement
upstairs
downstairs
door
window
bedroom
kitchen
dining room
den
living room
bathroom

23. Home Furniture
chair
table
sofa
end table
coffee table
night table
mattress
desk
book shelf

24. Home Fixtures
sink
faucet
tap
shower
bathtub
toilet
floor
ceiling
wall
cupboards
counters
shelf

25. Home Appliances
refrigerator
stove
washer
dryer
dishwasher
furnace
freezer

26. Utensils
fork
knife
spoon
plate
dish
bowl
cup
jar
glass
pot
pan
lid
beater
spatula
measuring cup
measuring spoon
cookie sheet
rolling pin

27. Weather
sunny
bright
cloudy
dry
wet
cool
warm
rainy
mild
dull
snowy

28. Family Members
father
mother
brother
sister
grandfather
grandmother
aunt
uncle
cousin
son
daughter

29. Toys
puzzles
games
books
puppets
beads
blocks
bear
dolls
car
ball
train

30. Polite Expressions
please
thank you
excuse me
pardon me
I beg your pardon
you are welcome
how are you?
may I _____?

31. Sizes
big
large
medium
small
little
tiny
huge
enormous
gigantic

32. Textures
soft
hard
rough
smooth
prickly
sharp
dull

33. Tastes
sour
sweet
bitter
salty

34. Occupations
mail delivery person
police officer
fire fighter
milk delivery person
truck driver
bus driver
waiter
waitress
shopkeeper
nurse
teacher
doctor
dentist
farmer
sales clerk
typist
secretary
gardener
principal
vice-principal

35. Transportation
air:
plane
jet
helicopter
sea plane
rocket

sea:
boat
ferry
ship
freighter
ocean liner
sailboat
canoe
rowboat
raft
dinghy

land:
bus
train
car
truck
bicycle
motorcycle

36. Farm Animals
pig
cow
sheep
horse
hen
goat
rooster
turkey
duck
pony
goose
piglet
calf
lamb
colt
chick
kid

37. Wild Animals
lion
tiger
zebra
giraffe
elephant
rhinoceros
hippopotamus
alligator
crocodile
snake
monkey
bear
deer
fox

38. Stores
meat market
bakery
grocery store
supermarket
department store
hardware store
service station
clothing store
sporting goods

39. Money
penny
cent
nickel
dime
quarter
dollar
check
change
bill
half-dollar

40. Tools
hammer
saw
wrench
vice
screwdriver
pliers

41. Fruits
apple
orange
banana
plum
cherries
grapes
grapefruit
watermelon
strawberries
raspberries
blueberries

42. Vegetables
potato
carrot
onions
green pepper
cauliflower
broccoli
tomato
lettuce
radishes
cucumber
squash
eggplant
zucchini
parsnips

43. Milk Products
milk
yogurt
ice cream
cheese
butter

44. Wheat Products
bread
rice
noodles
spaghetti
crackers
buns
cake
cookies
muffins

45. Meats
beef
sausage
chicken
weiners
ham
hamburger
turkey
fish

46. Meals
breakfast
lunch
dinner
supper
snack
dessert

APPENDIX C

Guidelines for Peer Tutors

1. Speak at a normal rate of speed and with normal intonation. Avoid the temptation to shout or to emphasize each syllable or word.
2. The student is not a baby so don't use baby talk.
3. Show through your body and facial expressions that the student made a correct response.
4. Become an actor by imitating, manipulating, and acting out.
5. Model and prompt the student using your voice, facial expressions, and body actions.
6. Encourage any and all reactions and attempts at communication from the student.
7. Don't correct the student's mistakes; model the correct response.
8. Use objects, pictures, and other visual aids when possible.
9. Don't force speech, wait until the student is ready.
10. Don't expect the student to have perfect pronunciation or to answer in complete sentences.
11. Ask the student to point, place, show, put, etc., and in the beginning sessions ask questions that can be answered with one word or with body actions.
12. Change activities or stop after ten to fifteen minutes, especially if the student appears frustrated or seems to be having trouble with the activity. There may be a better way to present the concept.

13. Try to think of as many ways as you can to have the student practice the same thing.
14. Review what was learned yesterday.
15. Use words the student already knows when you are teaching a new concept.
16. Laugh and have fun during the sessions.

APPENDIX D

Teaching Strategies and Activities for ESL Students

1. Concentration: matching items that go together.
2. Path-type games.
3. Bingo.
4. Categories: classify, compare, contrast.
5. Role playing.
6. Student made scrapbooks.
7. Student made picture dictionary.
8. Physical response: mime, act out commands.
9. Mini field trips to areas around the building.
10. Modeling.
11. Card-type games using pictures: Fish, Old Maid, War.
12. Choices: the best food, biggest, prettiest.
13. Scavenger hunt: give directions to find something in the building, room, or on a map.
14. Sequencing: use comics cut apart to place events in order.
15. Spinner: pictures in a circle, spin, identify object on the picture.
16. Actions: draw a card and perform the indicated action.
17. Poems, songs, jump rope rhymes.
18. Puppets.
19. Language-word exchange: Use pictures or actions. Tutor gives English, student gives equivalent in first language. Reverse the roles.

20. Puzzles.
21. Strategy games.
22. Tape record the student talking or reading.
23. VCR: view commercials or news.
24. Camera: take pictures of school and community places for role playing and simulated field trips.
25. Other activities as needed which will contribute to the goal of communicative competence in a real life situation.

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